

S A F E T Y

JANUARY

1965

Education

Two Sections • Section One



POSTERS POINT THE SAFETY WAY . . .
See page 2

Chairman: JAMES W. MANN, Principal, Hubbard Woods School, Winnetka, Ill.; Mary Wheeler, Proviso Township High School, Ill.; Zenas R. Clark, Adm. Asst., Wilmington, Del., Pub. Schools; Mrs. Fred Knight, Chairman, Safety Committee, National Congress of Parents and Teachers; Norman E. Borgerson, Adm. Deputy, State Dept. of Pub. Inst., Mich.; Cecil G. Zaun, Sup. of Safety, Los Angeles City Schools; Dr. Harold K. Jack, Sup. Health and Physical Education, Va., and Member of Board, NSC.

SCHOOL AND COLLEGE CONFERENCE—1954-55

Norman E. Borgerson, Chairman

- F. C. Abbott • E. R. Abramowski
- Arthur S. Adams • John J. Ahern
- Harley W. Anderson • W. W. Bauer
- Fred L. Biester • Earl H. Breon
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- Forrest Gaines • Don Gavitt
- Lonnie Gilliland • Norman Gore
- J. J. Griffin • John Grimaldi

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Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIV No. 4 Section One

Alice M. Robison, Editor

H. W. Champlin, Advertising Manager

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

EDITOR'S NOTEBOOK . . .

If we may alter a phrase from Sherlock Holmes, "It's elementary, my dear Miss Watson!"

What's elementary? This issue of SAFETY EDUCATION Magazine. At least, it might seem so at first glance. For the pages that follow contain more elementary level information than any single edition in some time. And just to make the fact more emphatic, we've grouped all this material at the front of the book.

For example, starting on page two with our cover story, you can discover how one art teacher correlates a year of poster work with the safety program of an elementary school in Fort Worth, Texas. There's her own description of how the art program operates to increase safety learnings at Crestwood. There are also samples of the results, grades one through six.

Immediately following this preview of poster work, you can take up the subject of patrols . . . as discussed by delegates to the 42nd National Safety Congress particularly for this issue of our magazine. It's the forum-in-print for the month, presented from a slightly different angle.

Playgrounds follow patrols in our "elementary section," with this discussion based on the experience in Los Angeles city schools. Four conclusions derive from studies there, as recounted by Cecil Zaun . . . and they are conclusions which may have a bearing on your own community situation.

Next, this section presents a four-page program for teaching science and safety simultaneously to sixth graders. Francis Goetz' article was first written as a term paper in an advanced safety education course last spring. Said he modestly: "This is not intended to be a course of study, but it could be the beginning of one." We thoroughly agree that this material could form the start of an interesting course in safety and science for boys and girls. At the very least it should provide you with some new ideas.

Finally, following some poetry on well known safety subjects, the "elementary section" portrays safety in the elementary school gym. Students of Willow Brook School Oak Ridge, Tennessee, serve as the models, having given us permission to reprint a page from their impressive exhibit in the recent Roy Rogers annual awards program.

Are secondary schools omitted from this issue? Not at all. Turn to page 16 to begin a similarly interesting series of articles at this level. Start with "Projecting Driver Education," as carried out in one California high school. Next find out how to "Protect Their Eyes" in 100 per cent eye protection areas, as described by Roy R. VanDuzee of the West Allis, Wisconsin, School of Vocational and Adult Education. Finally, try "Two Answers" to a teen-age program, as met specifically in Wilmington, Delaware, and Mound, Minnesota.

Alice M. Robison

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Posters Point the Way

by Mrs. Ovesta Clay
Art Teacher
Crestwood Elementary School
Fort Worth, Texas

Crestwood Elementary School, Fort Worth, Texas, took second place in the 1954 Roy Rogers Safety Awards Program. Pictures formed a part of their program exhibit; for the most part, however, the exhibit made its point with student posters constructed during the school year, each one as a phase of Crestwood's regular program of safety education. Impressed by the quantity and quality of posters in their safety "Round-Up," we asked Mrs. Clay about the "how" of teaching safety through art. Her statements, plus the pictorial evidence shown on these pages, may provide ideas for you.

The Editor.

Safety Education for January, 1955 • 2

A GOOD poster gets one idea across to the viewer. It gets the same idea across to the maker. Thus posters may be used effectively by any grade to teach safety . . . and art posters were one phase of the 1953-54 safety program at Crestwood Elementary School.

Our overall safety program last year was under the direction of our safety sponsor, Virginia Greer, who is sixth grade teacher in our school. The posters that went into our Roy Rogers exhibit were, first of all, part of the complete program of school safety instruction. It was after being used for this purpose that they found their way into our safety book.

How can posters be part of a program of safety instruction? Very simply. In the process



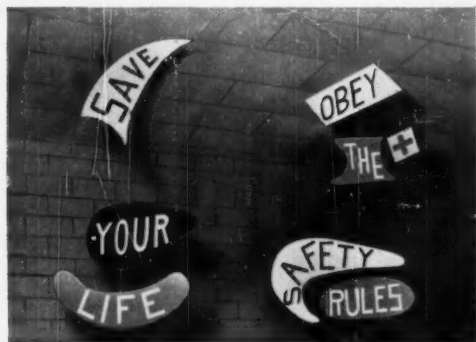
Learning to use tools safely is an important adjunct of the making of posters.

of planning a safety poster a child must think about the rules he will illustrate. This causes him to search for safety ideas . . . a beneficial process. And when he has decided upon a safety rule, the child must then plan a clever way to present that rule. All of this helps to make the rule part of the child.

In making our safety mobile, for example, it

was necessary for the art pupils to think of many slogans before one was finally selected. Then two slogans were required, each one to fit a section of the mobile. The two rules were finally formed into one slogan, which changed in wording as the mobile revolved. Thus it was: **SAVE YOUR LIFE. OBEY THE SAFETY RULES.** Or: **OBEY THE SAFETY RULES. SAVE YOUR LIFE.**

There are certain basic rules which I always discuss with my pupils when we begin work on a safety poster . . . or any poster. A poster should catch the eye and tell its story quickly. It should be simple and bold. The use of a limited number of words executed in large lettering is a basic rule to observe. Moreover,



At top: the safety mobile which hangs in the main hall at Crestwood. Above: the student-made cover goes on the school's exhibit of its safety program.

any drawing should be suited to the subject and should help to tell the story.

Additional information for my beginning poster-makers includes facts that a poster may be painted very simply with flat colors, that it is best to use only a few shades on any one poster. Show-card color is the best medium for poster work because it is bright and easy to



A bit of imagination, some student work with scissors, and a human stop-and-go light teaches traffic safety in the classroom.

paint on flat. However, one may use crayons, colored inks, water colors, or colored paper. They may be used separately or in combination.

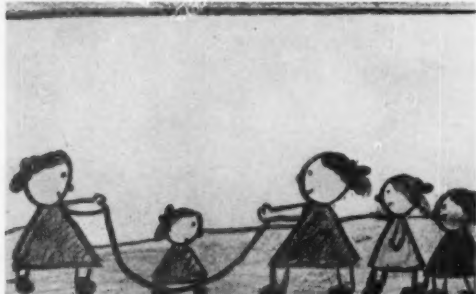
The lettering should be easy to read. I tell them it is best to use large, plain letters and simple words spaced the correct distance. Letters spaced too far apart are not easily read.

So goes my instruction to the children on

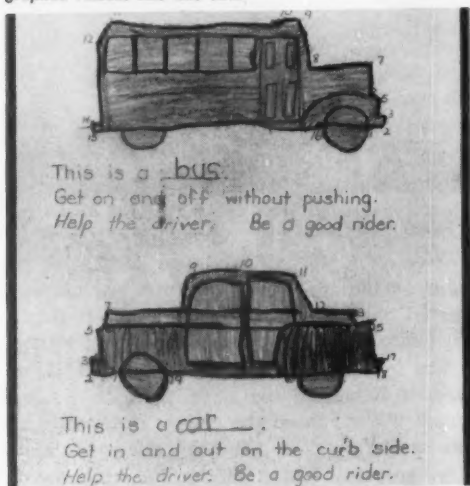
Posters point the way . . . continued



In the primary grades learning how to save the life of a fellow swimmer can inspire art on the same subject—as above at right.



The first grade art above carries the label: "We take turns when we jump rope." Below: safety can be correlated with reading, art, writing and arithmetic through mimeographed lessons like this one.

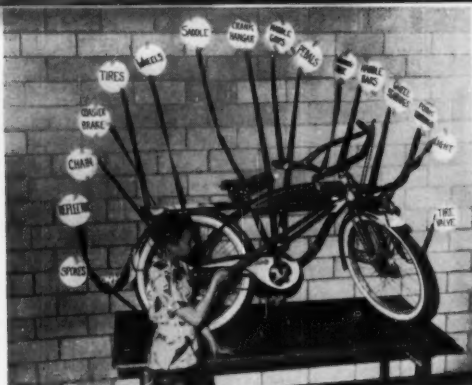


Magazines provide cut-outs for pasteup . . . and a safety poster by third graders.

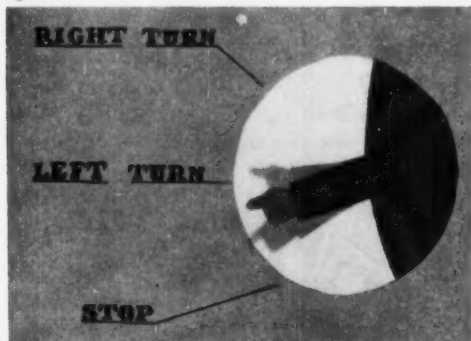


basic rules for poster making. In addition, near the beginning of the school year, the children receive instruction about the proper care of art materials and how to use them safely. They should know, for example, that tools for block printing must be turned away from the body when in use. Here again posters can be helpful to safety education . . . correct use of scissors, knives, wire and other such materials is always a good poster subject.

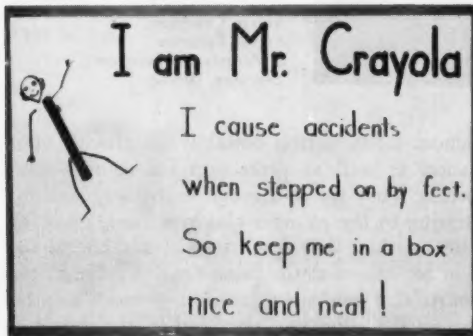
Our safety program is planned so that the entire school is often working at one time on the same phase of safety. Near the beginning of the year, for example, we teach the children about duties of the Safety Patrol and how important it is for them to obey the patrols. During the same period student-made posters will be based on the same general idea. Later on emphasis will be placed upon safe use of bicycles . . . and art students will be simultaneously busy setting up a display which shows safety features of a real bicycle. In still other months . . . in fact, around the school year . . . poster work will be easily correlated with the safety topic of the moment. As a result products of art classes at Crestwood constantly reflect, reinforce . . . and, we feel, increase instruction in practices for safe living●



Above: Comes spring, a bike exhibit is in order and sixth grade boys will enjoy making it artistic as well as informative for safety. Below: Meanwhile the poster program results in animated, three dimensional work on correct arm signals.



Above: Many kinds of materials make posters more interesting . . . this one couples construction paper cut-outs with cotton. Below: But whatever the materials, they must be handled and stored safely.



DON'T PUSH!



Grade Two students at Crestwood traced the face of this disgusted fellow on fabric over cotton, dressed him in green cotton shirt and real blue jeans. His outstretched hands (some four inches from the poster) teach safety.

We asked some of these educators (attending the recent National Safety Congress): "Is the school safety patrol in your school system educational as well as protective of younger students? If so, how? If not, do you believe he could be?"



These answered:

FRANCIS J. CONWAY

*Patrol Supervisor
Graeme Stewart School
Chicago, Illinois*

Definitely our patrol is educative. That is its basic reason for existence. Our younger students are instructed by the patrol during classroom visits and demonstrations, particularly when the "safest route to school" program is in action each semester.

I believe, however, that good example by the patrol members is the greatest single force in this form of safety education●



MARY MAY WYMAN

*Supervisor
Louisville Public Schools
Louisville, Kentucky*

The safety patrol educates as well as protects younger children. It provides at dangerous intersections the repetition of desirable behavior that prepares the child to cross the less dangerous intersections when he is on his own. This daily reminder that common sense procedures are necessary helps build desirable attitudes and habits of caution●

forum-in-print

PATROLS

protective . . .
educative . . .
or both?



MRS. ARTHUR WALLDIN

*Safety Chairman
Illinois Congress
of Parents and Teachers
Evanston, Illinois*

School safety patrols certainly do provide education as well as protection for younger students. They do it through constantly demonstrating to the younger children the reasons for safe crossing; they teach respect and consideration for others at the same time. Traffic safety courts and student citizenship councils help to extend the education provided by the patrols●



RALPH FERDINAND
*Glenville School
 Greenwich, Connecticut*

The function of our safety patrol is to *instruct*, *direct*, and *control* the children in crossing streets, on school buses and on the school playground.

He assists the teacher and the parents in the *instruction* of children in safe school practices. This makes him an educator as well as a protector●



LONNIE GILLILAND
*Safety Director
 Oklahoma City Public Schools*

The school safety patrol (junior police) in the Oklahoma City Schools serves to educate as well as give protection to the other children of the school. This is done chiefly by the members of the patrol visiting each classroom in the building, suggesting ways that all can work together to make conditions safer for each other. Another way this is done is by making the captain and the lieutenants of the patrol members of the school safety council, where they have an opportunity to present problems in safety that can be discussed, with the decisions carried back to each room group●



LINWOOD P. LYONS
*Coordinator of Safety Education
 Santa Clara County School Dept.
 Santa Clara, California*



GEORGE MATHIS
*Director
 Health, Physical Ed., Recr. and Safety
 Illinois State Dept. Public Inst.*

It is generally agreed that educators should make every effort to conduct all pupil activity programs in such a manner as to provide the best possible educational experience for pupils. This point of view has special significance in the area of safety activities, where the educational values derived should contribute so greatly to a lifetime of safer living.

There is, I believe, substantial evidence that many school safety patrols in the past have been conducted with the immediate and long range objectives being more protective than educational in nature. Too often these programs reflect expediency and are not planned primarily to bring about long range educational values. An examination of the average school program designed for the purpose of getting pupils to cooperate with and make use of the services of the patrols will usually substantiate this observation.

While many other factors are involved, an examination of accident statistics comparing the accident records of age groups 5 to 14 and 15-24 might well lead to the suspicion that when pupils get out of the "protective groove" provided by schools and homes, they are lacking in some of the attitudes, judgments and skills needed for safe living. Over-protection, coupled with under-emphasis on educative values, probably contributes to the poor accident record of the older group●

We use the patrol as one means of citizenship training. The child learns obedience, punctuality and responsibility for himself and others●

**Playground
accident facts in
Los Angeles lead to:**

Four Conclusions

*by Cecil G. Zaun
Supervisor of Safety
Los Angeles City Schools*

PUPIL accident records have been compiled annually since the 1920's by the Los Angeles City School Districts.

Various studies were made in areas such as playground, apparatus, bicycle, to and from school, and others, to determine and pin-point trouble areas.

In 1949 Dr. Edwin H. Trethaway compiled information on playground surfacing versus playground accidents between 1931 and 1949.

The 1931 figures show that while we were still using decomposed granite on the general play area and some sand and/or shavings under apparatus that the frequency rate was 1.5 accidents per 100,000 pupil days.

The rate remained constant for the next two years and in 1934-35 the first playgrounds were surfaced with asphalt.

In 1937-38 the frequency rate was down to .05 and yet the "blacktopping" program had been expanded each year to more and more playgrounds.

An accelerated "blacktopping" program was begun in 1939-40 and we found that the frequency rate went up to .08 that year.

However, there was still less than 1,000,000 square feet of blacktop in use.

By 1948-49 almost 20 million square feet of blacktop had been laid. But the accident rate never exceeded 1.1 accidents per 100,000 pupil days but once . . . and that was in 1948-49 when it went up to 1.3.

Up to this time there had been an average of 1.25 fracture and concussion accidents to

elementary school children per school per year. Of these, 30 per cent occurred on apparatus while 70 per cent occurred elsewhere on the grounds.

In 1949-50 the methods of recording and compiling accidents were changed when we adopted the Standard Student Accident Reporting Procedures of the National Safety Council.

A study in 1952-53 showed that 31 per cent of the fracture and concussion accidents occurred on apparatus in the 1949-50 school year.

The new tabulating procedures established a new set of figures and the former rate became 6.50. The new figures included less serious accidents, thus the discrepancy.

In 1950-51, with a rate of 6.98, there were 177 fracture and concussion accidents related to apparatus which had occurred in 334 elementary schools.

Of these accidents less than 16 per cent resulted in head injuries and 1.8 per cent were reported as concussions. Less than 1 per cent of these accidents occurred around apparatus.

On May 11, 1951, the Board of Education discontinued the use of all apparatus for the last five weeks of the school year.

A subsequent study shows that there were more fracture and concussion accidents during this five week period than the average for the entire year. In other words, the accidents just happened elsewhere, and more of them. Our normal experience shows that we should expect fewer accidents the last five weeks, not more.

The following summer (August 1951) four pieces of apparatus were removed from the grounds. They were: slides . . . 20 per cent of the accidents; swings . . . 18 per cent of the accidents; giant strides . . . 13 per cent of the accidents; and climbing poles . . . nine per cent of the accidents.

An intensive program of supervision and education was put into effect during the following school year and sand boxes were installed

Continued on page 18

The statistics and conclusions in this article refer to the Los Angeles City School Districts. The information may be helpful to your own school district.



sixth graders... science... and safety

You can integrate safety into science, maintaining interest and emphasizing its importance. The technique: demonstrations of cause and effect.

by **Francis R. Goetz**
Science Teacher
Pulaski Elementary School
Detroit, Michigan

IN THIS age of machinery, where normal living involves the use of many kinds of modern innovations that make life easier, man is faced with more hazards than ever before.

The hurried pace of living today has added to the responsibility of man in that he must place greater emphasis on careful living. Along with every modern convenience that science has made a reality must go the responsibility of using it wisely and safely, be it a new type can opener or the latest jet airplane.

Since science is directly or indirectly responsible for many of the tools, machines and other conveniences that are taken for granted today, it is fitting that instruction in the wise and careful use of such things be given in science classes. In addition, because of the methods used, science offers one of the best situations for safety instruction.

Without building up a fear complex, demonstrations of cause and effect can furnish proof that safe practices are efficient and desirable. As principles of safety are developed scientifically, "preaching" is eliminated. Positive impressions are likely to be deep and lasting. When a new question is raised, past experiences are reviewed for possible light on the situation, data are gathered by means of observation, experiment, and reading; tentative conclusions are formulated and verified. Safety rules developed in this way are functional because children see the reason for them.

As most other areas of the curriculum, safety may and should be taught in many ways to maintain interest and to emphasize its importance to children. Here I will outline possibilities for the integration of safety into science, specifically in the sixth grade. Unit titles will be given under which will be listed only those learnings which have possibilities for safety instruction. In addition, one or more activities will be suggested which would aid in understanding the learning and give emphasis to the safety factors involved. There are many other ways of emphasizing the safety aspect; these seem workable and worthwhile to me.

The units that follow are taken from the text, "New Ideas in Science" (Gerald S. Craig and Margaret Oldroyd Hyde, New York: Ginn and Company, 1950) as used for sixth grade elementary science in the Detroit Public Schools. In some cases, some details as to method are included. Admittedly, however, the units are limited in scope and therefore the science learnings are limited. These could be extended as could the activities listed. There are many more activities which could be added . . . this is a start.

Today children have need for a vast store of scientifically accurate information, wholesome attitudes, useful skills related to communicating ideas and using science for the well-being of mankind. In relation to science, this includes the knowledge, skills, attitudes . . . the safety consciousness . . . to live and help others to live safely in this complex and mechanized world of machines, movement, speed and power●

Please turn the page



UNIT . . . GETTING ACQUAINTED WITH MOLECULES

Science Learnings.

1. Substances can change or be changed from one form to another.
2. Heat travels in substances by conduction.

Activities and Related Desirable Practices.

1. Discuss and stress careful use of heating media while changing ice to a liquid and then to a gas.
2. Demonstrate how dry ice changes directly to a gas rather than first becoming a liquid. Discuss the danger involved in handling dry ice which is cold enough to injure the skin.
3. Place a metal spoon in boiling water. Cautiously note that the spoon handle becomes hot. Repeat, putting the spoon directly on the heat. Discuss reasons for not handling metal objects which are in contact with very hot liquids or other sources of direct heat. Some type of insulated handle should be used on ladles, etc.

UNIT . . . STUDYING THE MOLECULES WITH THE CHEMIST

Science Learnings.

1. Oxygen is the most abundant element, and it has many uses.
2. Carbon dioxide is composed of carbon and oxygen but does not support combustion.

Activities and Related Desirable Practices.

1. Show that oxygen is necessary for burning by placing burning paper in a milk bottle and covering it. The flame is extinguished when the oxygen is consumed. Discuss value and methods of cutting off the oxygen supply of a fire.
2. Produce carbon dioxide gas with baking soda and vinegar and demonstrate how it extinguishes a flame. Discuss how kitchen flame may be extinguished by using baking soda or a fire extinguisher that produces carbon dioxide.

UNIT . . . MACHINES AND FRICTION

Science Learnings.

1. Friction tends to stop or prevent objects from moving.
2. Friction is reduced when surfaces are smooth.
3. Friction causes wear and heat.
4. Machines make work easy.
5. Machines can be safe if properly guarded.

Activities and Related Desirable Practices.

1. Discuss how friction is responsible for stopping a bicycle or a car. Demonstrate this with a small car.
2. Demonstrate how friction varies with smoothness or roughness of the rubbing surfaces. Discuss why it is important to have good tread on tires and why it is wise to drive carefully on slippery streets; also

why one should be careful when walking. Mention the ways and reasons for keeping walks free of ice. Secure-fitting gym shoes have definite advantage over other types of shoes while playing in the gym.

3. a. Rub the hand on the table top, note the heat. Erase some pencil marks; note the wear. Discuss the fact that friction causes moving parts to heat up and wear out. Therefore, we must check such parts regularly to prevent machine failure and possible accident . . . belts on motors, auto tires, etc.

b. Repeat activity (a) using oil or grease to reduce friction. Discuss the necessity of keeping certain moving parts of machines lubricated in order to reduce wear and heat . . . automobiles, bicycles, roller skates, for example.

c. Care must be taken when sliding down ropes, poles and other such things to avoid injury to the hands or skin on other parts of the body in contact with the rope.

4. Demonstrate how a lever may be used to move a heavy object by exerting a small force. Discuss why it is important to be careful of sudden giving away of weight being moved.

5. Have children bring tools, utensils and toys to school which make use of the lever principle. Discuss correct and safe use of each, stressing danger at pinch points.

6. The inclined plane makes it easy to move a heavy object from a lower to a higher level.

a. Measure forces required by means of a spring balance. Be careful to avoid slipping or falling, especially on stairs or ramps. Observe traffic rules on stairways, ramps, and escalators.

b. Discuss how to lift objects safely and why it is dangerous to lift heavy objects. Talk about the possibility of material on ramps rolling backward and the need for blocking. Whenever possible make use of simple machines to help. Some students could practice the correct posture for lifting.

7. a. Discuss, using diagrams, pictures, models or any other appropriate teaching aid, how moving parts of machinery may be dangerous, such as shop equipment. Emphasize the importance of using proper guards.

b. If available, show the class the equipment in the manual training room. Demonstrate how guards on saws, etc., are used.

c. Construct model gears, saws and other such machinery, and include guard devices.

8. The wheel and axle has many uses. Discuss among other things why it is important to keep wagons and bicycles under control. Show that wheels reduce friction and stopping is made more difficult.

UNIT . . . ELECTRICITY WORKS FOR US

Science Learnings.

1. Static electricity is made by separating surfaces of dissimilar materials.

2. Lightning is a huge spark made by a discharge of static electricity.
3. Certain materials are conductors of electricity.
4. Electricity travels only in a closed circuit.
5. Wires that conduct electricity must be insulated properly.
6. Electric energy may be changed to heat energy.
7. Electric energy may be changed to light energy.

Activities and Related Desirable Practices.

1. In a darkened room have children run a comb through their hair and note the sparks. Discuss how static electricity builds up and then discharge as a spark.

a. Discuss danger of gasoline truck explosion due to static charge. Discuss ways of preventing this from happening.

b. Discuss reasons for not dry cleaning clothes at home with flammable fluids, especially indoors. Non-flammable dry cleaning agents are available.

c. Draw diagrams and discuss how lightning occurs between a cloud and the earth. Emphasize the fact that lightning takes the shortest path to the earth and a lone building, tree or other such thing may be struck. When out alone do not get under a lone tree or near a metal fence, bridge, etc. Lightning threat can be reduced to a minimum by means of a lightning rod.

2. Connect a dry cell with a doorbell, leaving the circuit open by means of a cut in one wire. Touch the two bare ends to copper and note that the bell works when the circuit is closed. Try other materials, including water. Point out that a person may become a part of the circuit and become electrocuted under certain conditions. Emphasize the added danger of being wet and handling electric things. Never leave live sockets open where children may put fingers in.

3. Demonstrate how a person may easily become part of the circuit if he touches something that is grounded while at the same time he is in contact with something electrical. List those things that are grounded, such as pipes, radiators, and the like.

4. a. Show how electric energy may be changed to heat energy; place fine wire over both poles of a dry cell. Have pupils touch it cautiously or show in some other way that it is hot. Discuss the dangers that could result if a house circuit became overheated. Discuss hazards of handling hot appliances and fires caused by overheated irons.

b. Show that electric energy can be transformed into light energy by using a fine wire and passing electric current through it in a darkened room. The wire will glow. Discuss the way light bulbs are constructed and the danger of allowing a lighted bulb to remain in contact with a paper lamp shade.

c. Show that the longer the wire and the shorter the diameter the greater the resistance. Use different size wire to show this and discuss the dangers involved in using too small a wire for homemade extension cords.

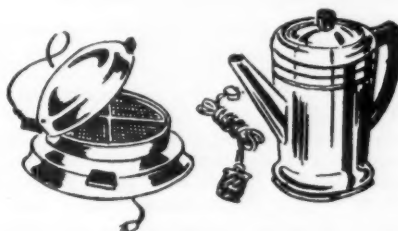
5. Demonstrate how a short circuit occurs and point out the fact that excessive heat may be generated when one occurs. Houses catch fire when this happens. This could be combined with activity 4.

6. The house can be protected from overheating circuits by installing the proper fuse. Demonstrate how a fuse works in a circuit. Use tinfoil. Emphasize the folly of placing a high amperage fuse in a

low amperage circuit. Never place a penny behind a burned-out fuse. Discuss this and demonstrate.

7. Special care should be taken to protect insulation on wire and to insure good connections. Demonstrate by means of a spring balance the force which is applied to a cord when it is pulled from the socket if the person pulls on the cord rather than on the plug. Discuss the danger of loosening the connection and producing a short.

8. Discuss by use of diagram how excess heat is produced when a circuit becomes overloaded. When the fuse burns out, look for a short circuit or overloaded circuit. Replace the blown fuse with fuse of the same or lower ampere rating. Take care not to overload circuits. Heating devices such as toasters, irons, and coffee-makers draw heavy currents (three to 10 amperes) whereas 100-watt lamps draw current of only one ampere. Electric wires should not be made to transport more than six to eight amperes unless of special construction. Why should appliances be connected to wall outlets, not to hanging fixtures?



UNIT . . . TRAVEL BY AIR

Science Learnings.

1. Air that is moving has the power to hold certain shaped objects aloft.

2. Airplanes are made safe by constant research and legislation.

Activities and Related Desirable Practices.

1. a. Fly a kite on a windy day. Notice how the kite rises as air moves at a sufficient rate of speed on the underside. Emphasize the importance of flying kites on playgrounds or open fields rather than in congested areas. Keep away from electric wires and keep the string dry. Use non-conducting cotton string; never use wire string.

b. Discuss Benjamin Franklin's kite experiment and the dangers involved.

2. Make a study to find the location of local airports. Study the size in relation to the number of planes using the port. Find out what regulations govern the safety of airplanes in flight. For the protection of passengers a pilot is required to have a license for which he must have special training. Radio and radar have made flying much safer. Weather prediction and improvement in their dissemination have added immeasurably to the safety of flying. Discovery of peaceful weather in the stratosphere has made long flights safer. Traffic rules govern all flights. A system of lights is essential on planes traveling at night.

3. Collect pictures of airplanes and make a bulletin board emphasizing the importance of air travel in

Please turn the page

Sixth graders . . . science . . . and safety . . . continued



humanitarian endeavors such as the air-sea rescue branches maintained by the coast guard and other branches of the military.

UNIT . . . USEFUL FACTS ABOUT LIGHT

Science Learnings.

1. Most sources of light are hot.
2. The sun is our most important producer, or source of light.
3. Some materials are able to store up light energy and glow in the dark.
4. It is important that we use the right kind and amount of light for work and play.

Activities and Related Desirable Practices.

1. Illuminate an electric light bulb. Note the heat. Discuss possible dangers of such light if used carelessly. Burns could occur and fires could start. Other sources of light are hot, too, such as fire, the sun, toaster wires, etc.
2. On a bright, sunny, warm day show that the sun produces a strong source of light along with its accompanying heat. Use a magnifying glass to start paper to burn. Discuss implications of this.
3. Look at the sun through smoked film. Discuss reasons for not looking at the bright sun directly. Also include a discussion of looking at a welders torch. Looking at an extremely bright source of light which has been reflected has a similar effect. One should not look at bright snow for an extended period of time.
4. a. Bring in objects that have luminous paint on them. Observe them in the dark. Discuss the fact that this material stores light energy during the time when it is light and gives off a glow or luminescence when it is dark.
- b. Make a list of the places where luminous paint would act as a safety measure, such as factory walls, surrounding an electric switch, etc.
5. Show that light is reflected by looking at various objects in a mirror. Mention the fact that a mirror when used on an automobile provides a greater rear view and therefore makes driving safer. Find other such uses.
6. Dismantle a flashlight and observe the reflecting mechanism. Special reflectors in flashlights, auto headlights, etc. provide for more efficient and consequently safer light in the dark.
7. Secure a light meter from the electric company or elsewhere. Measure the light intensity in various classrooms, stairs, halls, office, gym, etc. under various conditions. For example, when artificial lights are off, on, with the shades half down, etc. Keep records of the readings. Consult illumination tables to determine if the lighting is adequate. Consult the engineer to find out if he has suggestions as to improving the lighting conditions (if improvement is needed). Discuss reasons for minimum lighting standards for reading, sewing, etc. Discuss relation of adequate light to safety in the home.

UNIT . . . SOUND IDEAS ABOUT HEALTH

Science Learnings.

1. Germs cannot enter the body through the unbroken skin. It is important to keep the skin unbroken.
2. All wounds and burns, no matter how small, must be properly cared for.
3. Everyone should have a knowledge of first aid.

Activities and Related Desirable Practices.

1. Show a picture by use of the opaque projector of the structure of the skin. Point out that germs get into the body when that surface layer of skin is broken. Therefore, precautions should be taken to prevent injury to the skin. Also, if the skin is accidentally broken, one should clean it thoroughly and treat it properly.
2. Discuss what happens sometimes when one is cut and infection sets in. Prevent infections by treating all breaks in the skin, no matter how slight. Washing with clean water and soap or alcohol will reduce chances for infection.
3. Demonstrate how to remove a splinter from the skin. Use tweezers. If the splinter is broken, show how to sterilize a needle to remove it, providing it is not too deep, in which case a doctor should be called.
4. Discuss ways of caring for burns. Application of greasy material is all right if the skin is not broken. If badly burned, use baking soda and call the doctor.
5. Recall what sunburn feels like and how it was inflicted. Discuss the seriousness of severe burn. Suggest precautions to take in order to avoid over-exposure to the sun, such as application of oil, gradual exposure day by day, etc.
6. Draw a red nose and a gray one. Point out that the red one is cold but the gray one is frost bitten. Discuss the reasons why a cold part of the body becomes reddened but a frozen part turns grayish. Prevent frostbite by avoiding over-exposure to severe cold. In the event of frostbite, do not rub the injured part with snow or anything else. Warm the injured part gradually.
7. a. Discuss care of skin poisoning due to poison ivy or other such poison agents.
- b. Draw pictures of poison ivy, poison oak, and poison sumac. Learn to identify these plants and stay away from them. Remember "leaflets three, let it be."
8. Draw up a list of rules to follow in the event of accident where first aid is required.
9. Demonstrate the prone pressure method of restoring breathing.
10. List the articles that should be in everyone's medicine chest for possible use in case of injury to the skin.
11. Demonstrate treatment for shock.

THE BONES OF JONES

Here lies the bones of Junior Jones
A hot rod hound was he
One Friday night at 8 o'clock
Jones ran into a tree.

If Jonesy were alive today
He couldn't quite explain
Exactly how that giant oak
Got planted in his lane.

It wasn't that he had no brakes—
The brakes just didn't work.
On top of that, one tire was flat.
Poor Jonesy was a jerk!

Although Jones made a grave mistake
We still hope he will go
To heaven, where all hot rod hounds
Are forced to drive *quite* slow.

Beth Thompson, Senior High School, Springfield, Missouri. Written as part of a 1954 poem and poster contest sponsored for the entire student body by the school's "Safety Congress." Beth's poem took second place.

Safety Pens...

PATROL BOY

(with apologies to Henry W. Longfellow)

At the corner on snowy mornings
Stands the loyal, alert Patrol Boy
Hears the swishing of the car tires,
Hears the calling of his school chums,
Sounds of music, sounds of duty
"Beware, you children," shriek the car horns.
"Come and join us," call the children.
Sees the signals, red, green, and yellow,
Fitted to the tall, tall, lamp post.
And the click, click—as it changes,
Warning all to walk or linger.
Then he says his Safety Slogan,
Slogan that the director taught him.
"Wait, then walk, my little fellow,
Wait, the light is only yellow."
"Now, 'tis green; Go, go in safety."
Thus to each he gives the warning
Till all are safe in school that morning.
Then *he* follows, his task completed.

*by Mary K. LaVelle
Teacher-Principal
Lewis & Clark School
South Sioux City, Nebraska
(former patrol director)*

SAFETY ON BUSES

Good conduct on the busses
Is a must for you and me
Remember our school motto
"Service—Cooperation—Courtesy."

No shoving—pushing—fooling.
That's dangerous as you can see.
Don't throw your papers 'round the bus:
It seems like filth to me.

Talk softly on your school bus,
On any bus, in fact—
How can the driver concentrate,
With you going, "Yak, Yak, Yak?"



Keep your body in the bus;
That's where it ought to be.
For should you happen to fall out,
The angels you might see.

Obey your driver at all times,
He meters out the rule.
And if you must misbehave,
You can WALK to school.

No smoking on the school bus,
A conflagration you may start.
Even though the "wise guys" do,
It isn't very smart.

A better student you will be,
If you obey the "rule."
You will bring credit to yourself
And also to our school.

*written by Lorraine Kavanagh as a ninth
grade pupil of Levi F. Warren High
School Newton, Massachusetts*

Elementary students can and should learn . . .

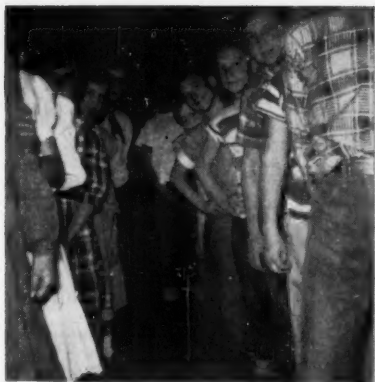


Safety in the Gym

The safety principles shown here
are demonstrated by
students of
Willow Brook Elementary School
Oak Ridge, Tennessee

Not every youngster can stand on his hands . . . or do other physical feats . . . as easily as the lad sketched above. Youngsters on rings (large picture above), mats, and ropes (two pictures at right) are supervised at all times, instructed in proper and safe use of equipment. Far right: they learn early the dangers involved with the scuffle in the auditorium.





Top, left and right: Boys and girls enter the locker room two at a time from a neat and orderly line in the hall. Center, left and right: Tagging a person? Never grab him; always tap him on the shoulder.





At left: Students are urged to build table-top models; this cut-away Ford V-8 engine in the driver education classroom is even more popular for demonstration purposes. Below: Imagination, dime-store plastic cars and a table-top layout demonstrate danger zones.

Project-ing Driver Education

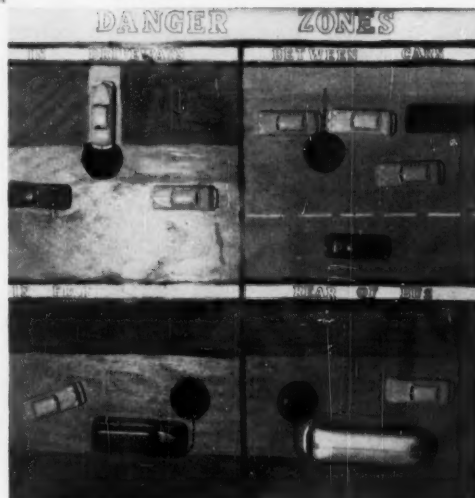
Projects are the most popular home work
you can give to driver education
students in this California School . . . says

Pat Pace
Driver Education
Instructor
Berkeley High School
Berkeley, California



OUR three-year high school offers the tenth grade students a six weeks course in driver education. Over the last few years we've learned that outside projects required of all students can form an important part of the course.

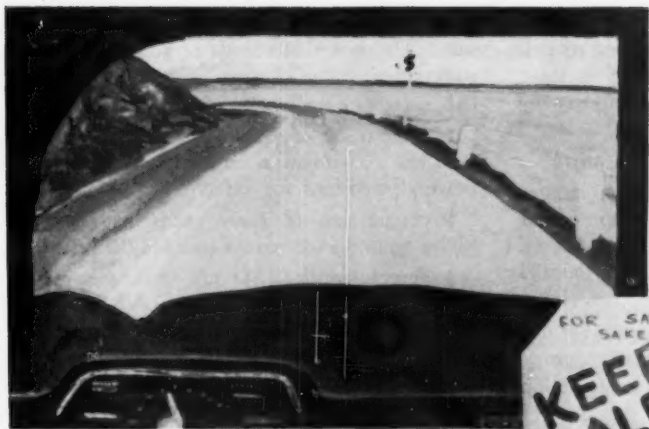
Students are told of the project requirements during the first week of class. All projects are presented and graded in class during the last week of the course. But the projects are brought in on assigned successive days of that week to



prevent a rush of last minute presentations . . . and also to insure the most instruction possible from any one project for the other members of the class.

Our success with this part of the course at Berkeley High may be due partly to our good fortune in having excellent projects turned in when the course was first offered several years ago. These early projects of superior quality have inspired succeeding students and a snow-balling effect has been evident in the quality of the project work done since the inception of the course.

New projects are placed on display in the main hall at the end of each six week class period, to be seen by the entire school. In addition our driver education bungalows (temporary classrooms) are well equipped with large display areas, useful for setting up permanent displays which can be observed by succeeding driver education students through the six weeks



The poster puts you behind the wheel, approaching a curve on a mountain road. The lesson: "For safety's sake, keep alert for road signs."



they are enrolled in the class.

Projects completed by our students fall into two general classifications . . . the permanent type which can be kept for display, and the oral, non-permanent type suitable for presentation in class, but without carry-over value for future students.

The permanent projects have included:

Safety posters. This is a popular type of project, but to avoid mediocre presentations only a limited number are allowed in each class. Students are urged to let those with known art talent have preference on such projects. (Individuals draw lots for poster-making if too large a percentage in any given class shows an interest in this type of project.)

Some of the more unusual projects we have received have

- ▶ used materials in third dimension to achieve dramatic presentation of ideas . . .

- ▶ used unusual materials to gain attention . . . sequins, spangles, colored cellophane, dime store toy vehicles, and the like . . .

- ▶ provided an unusual point of view, such as a driver's view of the road through a windshield . . .

- ▶ been built around unusual subject matter . . . the campaign for highway cleanliness . . . original poetry or slogans . . . safety jingles or the like . . .

- ▶ been driver education mobiles. Our classroom truly has a third dimensional display, with several mobiles hanging from the ceiling. One illustrates the shapes and colors of all official highway signs. Another illustrates old cars vs. new, with models suspended on strings. Others demonstrate good and bad attitudes and driving habits, using cartoon-type drawings hung in a

mobile rather than displayed in traditional poster style.

Photography projects have also proved popular, and helpful for safety education. There have been:

- ▶ Black and white photos or colored slides which illustrate: blind intersections vs. clear intersections . . . ideal traffic control devices vs. poor ones . . . poor parking habits vs. good ones . . . dangerous driving habits . . . inadequate or poorly located road markings contrasted to good ones . . . a series of pictures forming a handbook on how to change a tire quickly and safely, what to do if you run out of gas, what to do in case of accident.

- ▶ Other students have made movies showing good as against bad habits or local traffic problems. (If your students decide to take on this type of project, they should be warned that it is much better to "set the stage" for their pictures, rehearsing a situation carefully, running through it slowly, and filming it away from a traveled location. They should also be told that a movie project can run into considerable expense.)

Scale models. There is an endless variety of project ideas which can be worked out in small table-top models. Adults are often surprised to learn how resourceful a properly stimulated student can be . . . the wide variety of ideas he can portray, as well as the materials he can use.

Students are urged to build models on wood bases rather than cardboard, if possible, and to

label their work clearly so students in other classes can derive help from the finished model. Dime store, plastic vehicles are useful in these projects; they can easily be twisted into many shapes after cautious heating.

Various ideas for model illustration are:

- ▶ street or highway scenes showing: danger zones in blind intersections . . . common causes of collisions . . . how to make turns properly on various types of roads . . . how to park parallel to the curb.

- ▶ plans for relief of traffic congestion (in our case in the San Francisco bay area).

- ▶ master plans for state highway construction and freeways in our area.

- ▶ various solutions to parking problems.

- ▶ cross sections of, for example, cylinder and piston (built of wood) showing four stroke power cycle.

Oral projects, through non-permanent, can be equally educational. This is the type of project that many slower students can turn toward. Students with a language difficulty can read their summaries, in extreme cases, if that is necessary for them to be able to per-

form and derive the satisfaction of participation. There are hundreds of subjects for oral summaries. Some of them are:

- ▶ review of the history of cars in America . . .

- ▶ comparison of early autos with present day vehicles . . . with stress on relative speeds, horsepower, provisions for safety and the like . . .

- ▶ comparison of early roads with present highways and a forecast of roads of the future . . .

- ▶ demonstrations. We are fortunate in having an excellent cut-away Ford V8 engine in our classroom. This model is used over and over again for various demonstrations. Students also are able to borrow working models from our auto shops for use in classroom projects. One student recently drove a Model-T Ford into the classroom to point out the merits of design in that favorite old vehicle!

- ▶ summaries of magazine articles. The variety of such articles suitable for class presentation is endless . . .

- ▶ summaries of traffic surveys . . .

- ▶ reports on interviews with professional drivers . . .

- ▶ reports of visits to traffic courts or schools●

WHILE THEY LAST

A limited supply of the following safety education manuals is still available. Orders will be accepted only as long as the present supply lasts. If you do not have all of these manuals on your library shelves, write now for:

FOUNDATION FOR SAFE LIVING

MUCH TO DO ABOUT SAFETY

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SAFER HOME LIVING

HAZARD DETECTOR

SAFETY EDUCATION IN THE SCHOOL SHOP

Each is priced at 69 cents. Send your order to the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

Do it now . . . make sure you have the information which can help you do a better job of safety education among young people in your charge.

Four Conclusions

Continued from page 8

under the remaining pieces of apparatus. There was a drop from 177 to 27 fracture and concussion accidents as a result of this multiphased program.

The 27 accidents break down this way: jungle gyms, 11; horizontal ladders, six; traveling rings, four; low bar, three; and sand boxes (boards) three. They may also be grouped in this fashion: nine related to boxes around the sand; 13 directly related to falls in the sand from apparatus, and five resulting from collisions with inanimate objects . . . apparatus up-rights, and the like.

It is the opinion of our staff that:

- ▶ supervision and education are the most important factors in accident reduction . . .

- ▶ sand under apparatus is not the answer to the prevention of head injuries . . .

- ▶ that some substance which will cushion the fall without rebound and within the limits of deceleration which the human head can stand should be installed under all apparatus used by elementary school children . . .

- ▶ that blacktop is the most suitable substance yet developed for the general play area●

Protect Their Eyes

Certain areas of the West Allis Vocational School have been designated 100 per cent eye protection areas, in a program resulting from close cooperation with industry in the local accident prevention effort. This is how the program works, as outlined by

Roy R. Van Duzee

*Director, Vocational and Adult Education
West Allis, Wisconsin*



Much has been written about the overall objectives, content and activities of school safety programs. There is available much literature on safe conditions of work, safe practices, and methods of teaching them. Some attention has been given to accident reports and the gathering of accident frequencies. However, if a dearth of published material is a criteria, there is evidently little done to safeguard the eyes of students in schools. It may be that the experience of the West Allis School of Vocational and Adult Education in this phase of safety education would be of interest.

—Roy R. Van Duzee, in "Eye Protection in a School Safety Program," Industrial Arts and Vocational Education, September 1953 . . . the same article from which this article is abstracted, with permission of the author and magazine named.

THE West Allis School of Vocational and Adult Education for many years has conducted an active safety program. It has been concerned with safety activities in school, home, on the highway, and in recreation, and has carried on active programs in all these areas. The school has always attempted to provide a safe place in which to work, to promote safe practices and habits in all school activities, and to develop safety mindedness and the proper attitude toward safety in everyday living.

Some 10 years ago the school sponsored meetings of those interested in industrial safety in the community, out of which grew the West Allis Safety Council. The school has continued, throughout the years, to work with the Council in promoting and sponsoring industrial safety training for local industries, both in the school and local plants. These programs have been concerned with improving the place of work and its equipment, work procedures and methods, personal protective equipment and human relations, and many other areas.

Contact with leaders in industrial safety constantly affected the school safety program. Industry urged the school to adopt industrial methods and policies so that students from the school would use industrial practices and have the proper attitudes toward industrial safety policies when they came to work in local shops.

One of the safety policies in industry which has changed a great deal in the past few years is the one having to do with protecting the

While this program is worthwhile and of unquestionable value in saving eyes, it is not easy to operate. It requires considerable planning to get it started. It involves establishing routines to take care of issuing visitors' safety glasses or eye shields, providing prescription glasses for board employees, checking the eye protection equipment in use in the shops . . . and seeing to it that each student wears his safety glasses or eye shields constantly and that no person enters the restricted area without having eye protection.

worker's eyes from dust, flying materials, sharp objects, light flashes from welding operations, and other hazards. At first workers were required to wear glasses when doing certain work. Later progressive firms adopted plans designating certain areas as 100 per cent eye protection areas, which meant that all who entered such areas must wear eye protection equipment—safety glasses, eye shields, or other accepted protection. Many industrial firms now have their entire plants designated as 100 per cent eye protection areas.

As this policy spread in the locality, the need to adopt a policy designating school shops and other areas in schools as 100 per cent eye protection areas grew. Because of anticipated problems, such as securing glasses, properly fitting them, storing, sterilizing, and accounting for them in a school where there is heavy turnover in the student body, the matter of recommending that the school safety program be extended to include 100 per cent eye protection areas was studied a long time. Finally the West Allis Board of Vocational and Adult Education adopted a policy designating certain school areas as 100 per cent eye protection areas and set up basic policies to be followed in operating the expanded eye protection program.

The purposes of the eye protection program are:

- ▶ To protect the eyes of students, employees, and visitors from injury.
- ▶ To provide a training situation for students which will both promote a willingness and desire to wear protective equipment when working on the job and promote proper work habits through developing the habit of using personal protective equipment.

The plans set up and being followed divide the program into two parts: namely, the day school program (including both full-time juvenile and part-time adult students) and the evening school program with only part-time adult students.

The day school program is based on the plan that certain shops and laboratories are designated as 100 per cent eye protection areas; that

all persons who enter them must wear approved eye protective equipment; and that, for any work throughout the entire building, persons working on jobs inherently dangerous to the eyes shall wear approved eye protection equipment.

The evening school plan is modified due to the purposes and character of the instruction. It requires that instructors in the designated areas wear approved eye protection equipment in designated rooms and that students wear such equipment in designated shops and on specified jobs.

The day school program. Students who are scheduled to work in 100 per cent eye protection areas are required to make a deposit on eye protection equipment at time of enrollment. Appropriate equipment is provided during the initial class session by the instructor in charge. Equipment approved for general use in the school consists primarily of the spectacle type safety goggle, metal rim, with or without side screens, as needed. Acetate rims are used near electrical equipment. Students who wear ordinary prescription glasses, and visitors, are provided with all plastic safety goggles (covers) which meet the requirements of the Wisconsin Industrial Commission. The welding shop and the foundry are supplied with special eye equipment, appropriate for activities in such shops. The deposit paid by the student is returned when the equipment is returned at time of withdrawal. Employees of the board are furnished with eye equipment gratis.

The details of operation of the program were the source of study for some time due to the fact that a great majority of students in both the day and evening come on a voluntary basis. Some attend for considerable periods of time; some for short periods. The over-all situation is that there is a large turnover in students. This required that a simple but effective plan be worked out for securing equipment, fitting it, storing and using it in the classroom, sterilizing it, returning equipment, returning deposits, and finally repairing and storing the glasses and eye shields.

Eye protection equipment is procured, issued

to teachers, maintained, and accounted for by a designated person. The cost of buying eye protection equipment, parts, and supplies is charged to the industrial-education department. Spectacles and eye shields are issued to students, employees, and visitors under the following plan:

► Each instructor teaching in a 100 per cent eye protection area is provided with a supply of spectacles, shields, and other equipment for issuance to students. The equipment is of various sizes so that students may be properly fitted. Students who cannot be properly fitted are referred to the person in charge of the eye protection program. Equipment is issued to day school students by teachers upon showing that a deposit has been made for the equipment at the attendance office. The equipment is marked so that each student can identify his own.

► Each teacher provides a file in which to place spectacles or eye shields. Upon entering class, students secure their equipment, wear it continuously until the end of class, when they return it to file. A solution and equipment for sanitizing the eye equipment is provided in each shop. It is planned to have a supply of spectacle cleaners in each shop.

► Teachers and other employees are furnished spectacles and/or eye shields gratis. The eye protection equipment upon being issued to the employee becomes his property. Lost or broken eye protection equipment must be paid for by the employee. When prescription glasses are necessary, the board reimburses the employees up to a certain amount for professional services required to get prescription glasses. Maintenance personnel wear safety glasses at all times during their scheduled workday.

► Visitors are loaned safety glasses or eye shields if their passes authorize them to visit areas which are designated eye protection areas. The eye protection equipment is provided when the visitor's pass is issued.

The Evening School Program. This program is concerned only with adults who come on a voluntary basis. Because of the complexity of administering the program, it was decided to start with 100 per cent eye protection areas in the day school and extend it to the evening school program if it seemed feasible later. Consequently, the eye protection program in the evening school requires that all shop teachers and maintenance men wear safety glasses at all times, that students in the welding shop wear approved eye protection equipment at all times, as do students in other shops who work at certain types of operations●

GORDON GRAHAM PASSES AWAY



GORDON C. GRAHAM, supervisor of safety education in the Detroit, Michigan, public schools, passed away Thanksgiving Day following a stroke. Funeral services were held November 29.

His death closed a safety education career which had covered three decades and which had culminated, in 1952, in Mr. Graham's election to the Board of Directors of the National Safety Council.

It was while working his way through college in the state of Washington in post World War I days that Gordon Graham suffered an industrial accident, the scars of which he bore on his body throughout life. At that time he determined to do all he could to spare others similar tragedy.

Finishing college at the University of Michigan, he entered safety work immediately with Ryerson Steel Company. Later he was associated with the Packard Motor Company and the Detroit Industrial Safety Council.

In 1928 Mr. Graham was employed by the Detroit public schools as supervisor of safety education. Except for one two-year leave of absence, he held this position until his death. During those two years he was field representative for NSC.

Mr. Graham's work brought Detroit to the forefront in safety education. To prepare himself better for the educative aspects of his position, he took his master's degree in education. Later, at Wayne University, he himself taught one of the first courses in safety education for teachers. During World War II he added to his already heavy schedule the task of supervising safety in the school's vocational training program for war production workers.

Mr. Graham's association with NSC included many "firsts." He was a member of the School and College Conference from its inception. With Mary May Wyman of Louisville, Kentucky, he called together the group which became the Safety Education Supervisors Section. He chairmanned the committee on driver education from its founding through its first year as a section. Last fall he was elected Vice Chairman of the

Continued on page 40

Gonrad Safe Drivers League STUDENT PLEDGE

I, _____, do solemnly pledge before these witnesses, that I shall endeavor to follow safe and courteous motoring practices, when actively engaged in driving a motor vehicle. In so doing, I promise to drive a motor vehicle *only* when it is known to be in a safe-operating condition, when driving conditions permit safe operation of such a motor vehicle, and when I am physically and mentally able to safely operate such a vehicle.

I further declare that should I willfully violate my pledge, I automatically forfeit any and all benefits derived from the Conrad Safe Drivers League, and that I shall surrender any and all emblems or other specific identifications with the Conrad Safe Drivers League to the directors or officers of the same.

I further understand that this is a covenant between me and the Conrad Safe Drivers League only, and that all identification with the latter shall be removed from any motor vehicle in my possession before permitting it to change ownership.

Witness these witnesses, I do so pledge.

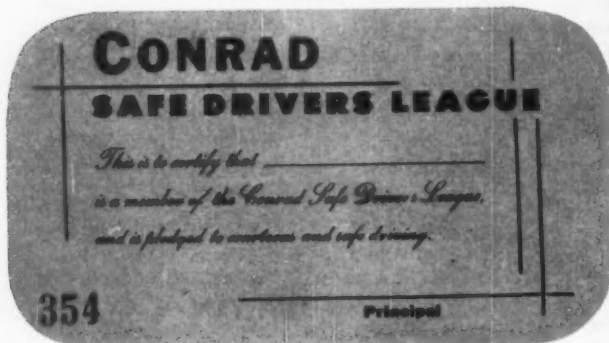
NAME	WITNESS SIGNATURE
Signature By: _____	_____
ADDRESS	DATE
_____	_____
PHONE	DATE OF BIRTH
_____	_____
STUDENT COUNCIL MEMBER	STUDENT COUNCIL MEMBER
_____	_____
STUDENT COUNCIL MEMBER	DATE OF CAR
_____	_____
DATE MOTOR VEHICLE PURCHASED	DATE
_____	_____

TWO ANSWERS

... to a teen-age problem



Above: The pledge, membership card and league emblem of the Conrad Safe Drivers League, Wilmington, Delaware. Card is shown actual size, others are reduced in size.



In Wilmington, Delaware...

ILLUSTRATED here are the membership card, insignia, and pledge of the Conrad Safe Drivers League.

This organization has resulted from a voluntary banding together of students in the upper grades of Henry C. Conrad High School in Wilmington, Delaware, where C. W. Cummings is principal.

Says the pledge:

"I do solemnly pledge before these witnesses

that I shall endeavor to follow safe and courteous motoring practices, when actively engaged in driving a motor vehicle. In so doing, I promise to drive a motor vehicle *only* when it is known to be in safe-operating condition, when driving conditions permit safe operation of such a motor vehicle, and when I am physically and mentally able to safely operate such a vehicle.

"I further declare that should I willfully violate my pledge I automatically forfeit any and all benefits derived from the Conrad Safe Drivers League, and that I shall surrender any and all emblems or other specific identifications

with the Conrad Safe Drivers League to the directors or officers of the same.

"I further understand that this is a covenant between me and the Conrad Safe Drivers League only, and that all identification with the latter shall be removed from any motor vehicle

in my possession before permitting it to change ownership."

Witnesses to the pledge are the principal of the school, a police representative, the student council president and sponsor, and the safe drivers league sponsor●

Independent Cons. School District No. 85

No. _____ Date _____, 19____

Last Name _____ First Name _____

Has permission to use _____ type of vehicle _____

For transportation to school from _____ to _____

Reason for use of vehicle rather than school use: _____

Driver's License No. _____	License No. of Car _____
----------------------------	--------------------------

Principal's Signature

This permit card issued to students of Independent Consolidated School District No. 85 represents a program which has met a teen-age problem in Mound, Minnesota.

In Mound, Minnesota . . .

DALE G. NELSON, Superintendent of Schools, reports:

"Independent Consolidated School District No. 85 has its high school located in the center of 28 square miles of surrounding school territory, embracing seven villages and townships. School pupils are transported by 15 modern school buses to and from school.

"A number of our high school pupils must drive cars to school for reasons of transportation home after football and basketball practices, motorized paper routes, after school jobs and the like . . . all of which are legitimate reasons. But (several years ago) others, who had no good reason, wished to drive their cars to school for reasons of convenience only. The pupils used their cars during lunch periods, before and after school, and a definite hazard resulted."

With the cooperation of the local police and school officials, a safety plan was worked out. It has now been successful for several years; it includes a few simple steps.

► Each pupil driving a car to school must have written permission, signed by his parents, stating legitimate reasons, and directed to the high school principal.

► Upon receipt of this "legitimate excuse" the principal issues a permit card bearing such information as date issued, name of driver, type

of vehicle, reason for use, driver's license number, license number of car and signed by the school principal.

► The local police check all cars driven to school by pupils and each pupil must have his permit card in order.

► No car may be driven at anytime during the school day. When driven, it must be only to and from school and then in a careful manner.

► Any card issued may be revoked for infraction of the rules; each card must be renewed by semester.

The school offers driver training both in the classroom and behind the wheel; in addition a "Gear Grinders" Club has been organized among teen-age drivers, being sponsored by a local sportsman's club. The club promotes courtesy and safety among teen-age drivers, has its own officers, and meets every other week at the club of the sponsoring organization. A local police officer is adviser and is greatly admired and respected by all members●

Safety first,
Safety last
Gives you a future
Instead of a past.

*Miss Molly Weiner
Teacher, Black Oak School
Gary, Indiana*

Highway Safety and Driver Education—by Leon Brody, Ph.D., and Herbert J. Stack, Ph.D. Published by Prentice-Hall, Inc., New York, 1954. \$6.00. Reviewed by L. G. Kranz, Chairman, Department of Physical Education, Northwestern University, and Illinois Director, American Association for Health, Physical Education and Recreation, NEA.

* * *

Here is a pioneer book written especially for colleges preparing teachers of driver education. The latest and most important findings, in the comparatively new field of driver education, have been incorporated. References to research studies and other authoritative publications are most frequent.

The first part of the book concerns itself with traffic safety problems and programs. A good historical description of the development of the automobile in America leads into the economic impact of it on America and American life. The development of the automotive industry, which has as a counterpart the development of highways and roads, grows easily out of the previous discussion. Interesting charts and pictures help to emphasize these developments. Traffic and traffic accidents have been reduced to statistical consideration with interesting relationships to driver and pedestrian problems. The discussion of comprehensive traffic programs and traffic safety education are efficiently treated. Finally in the first part, the outline of the place of driver education in general education together with nature and scope of instruction are set down with recommendations and expected results.

Part two moves rapidly into materials and methods for classroom instruction, dealing with psychology in traffic safety, motor vehicle laws and the role of enforcement in traffic safety. General methods in classroom instruction are related to other classroom methods. The last part of the second section has to do with teaching car construction, operation, and maintenance.

In the third section the meat of materials and methods for practice driving is carefully outlined and discussed. How to deal with city

driving, highway driving and meeting adverse conditions makes the book practical. Organization of pupils for practice driving, lesson plans, and steps in learning are clearly explained. Actual practice in meeting simulated emergencies are outlined. The book then progresses into the organization and administration of driver education. Here the students become acquainted with resources and agencies in traffic safety education; with insurance plans for vehicle and its contents, insurance costs, as well as school liabilities. Standards for state programs, with devices for measuring student progress, conclude this discussion of the book.

And finally, in part five, entitled "Extending Driver Education," the emphasis is placed on community interest and securing community support. It would be well worth the time of everyone to read the material concerned with selecting motor vehicles for safety and efficiency, what to look for in buying a used car, buying tires, gas, etc. Driver education for adults, as well as emphasis on the need for continued research, brings the book to a close.

This is a well-organized text for college driver education classes. It is also a book in which many of the chapters should be enjoyed by other than college groups. It becomes clear also that people who have this training and can conduct driver education classes make themselves more essential to the teaching profession.

Sixth Annual Edition, Educators Guide to Free Slidefilms. Educators Progress Service, Randolph, Wisconsin. \$5.00. The edition lists 708 titles, 99 of which did not appear in the previous edition. All new titles are starred.

Fourteenth Annual Edition, Educators Guide to Free Films. Educators Progress Service, Randolph, Wisconsin. \$6.00. Almost 3,000 titles of films, 684 of them not listed in previous edition. All new titles are starred.

Driving Today and Tomorrow, by Margaret O. Hyde, Whittlesey House, McGraw-Hill Book Company, New York. \$2.50. Intended to give young readers a simple explanation of how to drive and how to understand the cars they drive.

Current Safety Films

Driver Education

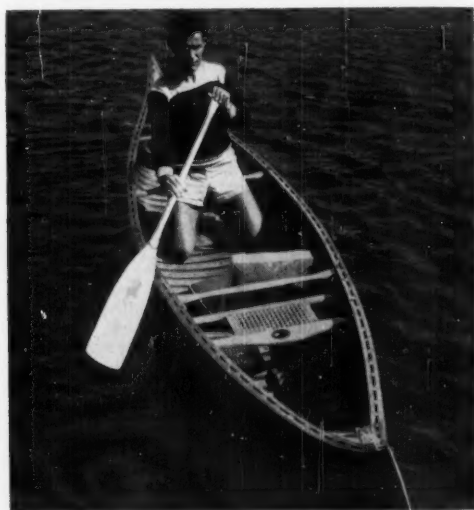
Parking Is Now Taught in the Classroom (16mm sound motion) black & white. 11 minutes. Production date, 1954. TV/o.k.

The film shows a complete classroom demonstration of parallel parking through the use of a parking board. Not only are the elementaries of parking shown, but also some realistic highway scenes. Suitable for high school driver education classes. Prints of the film are available for purchase and rental from Bond Safety Projects, 542 Calle Santa Rosa, Palm Springs, California.

A Question to Answer (16mm sound motion) 3½ minutes. Black & white. Production date, 1954.

This film may be used as a trailer on another safety film or by itself. A teen-age narrator tells the story of the accident problem for his age group, using news headlines and statistics to substantiate his remarks and opinions. While he is talking, the film pictures four students leaving a high school for an afternoon drive. They do not drive wildly nor is there anything exaggerated about their actions, but they have an unseen accident at the end of the film. The narrator then asks the questions, "Why? Why do our (teen-age) accidents continue? IS THERE NO END?" The film is primarily for the promotion of discussion. Prints are available from General Pictures Productions, 621 Sixth Avenue, Des Moines 9, Iowa, for purchase and preview.

A scene from film "Paddle a Safe Canoe," reviewed at right.



Child Pedestrian

Goopert Rides a Bus (35mm silent slidefilm) color. 35 frames. Production date, 1954.

Bob Wright, a safe and considerate bus rider, is compared with Buster Busby, a Goopert (someone who always does everything the wrong way). Pointers on safe boarding of busses, consideration for other passengers, keeping hands and head inside of bus, getting off and careful walking on streets all given. For elementary school children.

Prints are available for purchase from Nestor Productions, Inc., 7904 Santa Monica Blvd., Los Angeles 46, California.

Water Safety

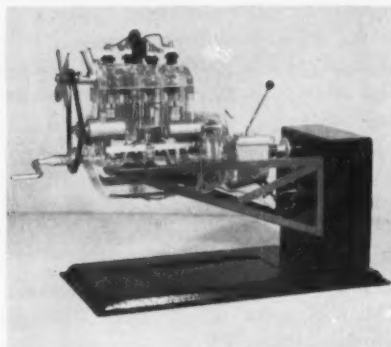
Let's Be at Home in the Water (16mm sound motion) black & white or color. 10 minutes. Production date, 1954. TV/o.k.

The story is about Jerry, who doesn't know how to swim, and Gale, who does. Jerry wants to learn so that he can join in the fun of the other children who can swim, and while he is learning, he also finds out that it's not only necessary to be relaxed and skilled in swimming, but also to be safe. Gale and the others teach him that in order to have fun in the water, he must learn and practice all the rules of safety so that he won't get hurt or hurt others. Suitable for elementary school children, prints are available from Portafilms, Orchard Lake, Michigan, for purchase and preview.

Paddle a Safe Canoe (sound motion film) color, 14 minutes. Production date, 1954. Steve Lysak, former Olympic champion, gives a series of demonstrations on how to board a canoe, the safest paddling position, and various paddling strokes. Movie also illustrates the proper way to beach a canoe and store the craft ashore. Slow motion technique makes possible portrayal of the "shake out" technique of bailing out a canoe that has capsized in deep water and the right way to get back into the craft from the water. Produced as one of 26 educational safety films distributed by Aetna Life Affiliated Companies, the film is available on a free loan basis through Aetna film libraries in 50 major cities throughout the country. Contact the company's local representative or write Aetna's Public Education Department at Hartford, Conn., for more information.

The December quarterly Supplement to the June, 1954, issue of the *National Directory of Safety Films* is now available. Along with the August Supplement, copies are available from the National Safety Council on request.

New Products



Plastic Demonstration Engine

The latest visual aid for the teaching of auto engine operation to shop, physics classes and for student safety driving instruction . . . this working model is a miniature to scale of the famous 4 cylinder model A motor. Made of plastic so that every operating part of the engine is visible, it enables the student to see exactly what happens in the operation of a typical automobile engine. A small battery concealed in the base sends a spark to each cylinder lighting a small bulb in the cylinder head; simulating the firing of a piston in regular auto operation. Action of the clutch and the gear shifting operation can be demonstrated clearly. Comes either completely assembled or disassembled, with all the necessary parts and tools for the student to assemble.

Viking Importers, 113 So. Edgemont St., Los Angeles 4, Calif.

Packaged Portable Bleacher

A basic five-row unit seats 50, is simply erected or prefabricated, welded steel panels and braces; easily combines with similar units to effect 10 and 15 row installations to safely accommodate spectator groups of any size.

Bleachers are a complete package—including prefabricated welded steel panels and braces, and foot and seat boards. All steel components are finished in baked durable enamel or galvanized, boards are sparvarnished and bolts and nuts electro-galvanized for the best protection under all weather conditions. Every component is precision drilled, permitting trouble-free erection by unskilled help. Basic unit panels are skid mounted and need only a comparatively level field-surface for safe installation—no expensive footings are required.

Universal Manufacturing Corp., Zelienople 7, Pa.

Pants Guard

A pants guard with reflector attached has been developed by Enterprise Sales Company, Boise, Idaho. The manufacturer considers the guard a safety feature for bicyclist, though it might also be used by pedestrians in residential areas, on highways and country roads either as a pants guard or an arm band as a precaution against oncoming traffic.

Enterprise Sales Company, P.O. Box 1758, Boise, Idaho.



Driver Education Kit

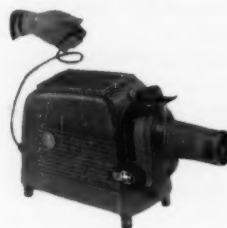
Slide films depicting typical traffic hazards and explaining how to cope with them are a phase of a new driver education course produced by Chevrolet Motor Division in cooperation with the American Automobile Association. The class studies one of the scenes and students score themselves on a test sheet as to what their reaction or judgment would be as drivers. Included: six films which test eyesight, allow for self-analysis of driving ability and explain various highway markings.

Chevrolet Motor Division, General Motors Bldg., Detroit 2, Mich.

Safety Battery Candle

The candle is designed for candlelight service in glee clubs, choirs, pageants, churches. Pipe-lighted, prism-cut plastic flame, including two standard batteries.

Louis J. Lindner, 153 W. 33rd St., New York, N. Y.



Sound Slidefilm Projector

Featuring push-button remote control button for advancing stripfilm, the new Soundview Projector Model PS65F may be used for either slidefilm or 2 x 2 and bantam slides. According to the manufacturer, the projector meets the highest optical standards, with optimum light output. The unit is cooled by a 4-blade fan, and may be obtained with either 3 inch or 7 inch focal length lens.

Soundview Company, 29 W. 35th St., New York City, N. Y.

Florline Marking Machine

A new Florline Marking Machine, the Upright Model, has been developed by H. C. Sweet Company. Making safety and parking lines at walking speed, machine is now designed with a new 2-wheel assembly attached to the barrel to help the operator make straight lines at even faster speed . . . supporting wheels keep the machine "on track" with practically no effort and a minimum of direction from the operator.

Upright when in use and parked, the new Florline has the special operating advantages of heavier power machines while maintaining maneuverability, lightness of weight and portability of 2-wheel models. It carries the full weight-load and is adjustable to the operator's ideal height. A slight lift of the handle raises the brush to allow the machine to make skip lines or be wheeled to other areas. Deliberate steering of the retractable guide-wheel to right or left makes curved lines. Converts to a 2-wheel machine for narrow, crowded areas in a minute.

H. C. Sweet Company, 12345 Telegraph Road, Detroit 39, Mich.

JANUARY
1955

Lower Elementary

Safety LESSON UNIT



Sketch S-0199A



Find parts of the picture that show these rules being disobeyed.

Make other pictures showing children obeying these rules.

Write the rule on the picture you make.

1. Slide in safe places.
2. Know how to steer.
3. Keep to the right.
4. Do not walk where others are sliding.
5. Do not follow other sleds too closely.



Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



— Make rules for safe winter fun.



Sketch S-0199A

JANUARY 1955

Upper Elementary

Safety LESSON UNIT



WINTER FUN

Find the Sentence which is Wrong

In each of the following paragraphs about winter fun there is one sentence which tells the wrong thing to do. Look for the sentence which is wrong and draw a line through it.

1. Coasting is good winter fun in regions where there is snow. You should coast where there are no stumps, trees, and large rocks. The safest place to coast is on roads and driveways.
2. Courtesy is important while coasting. When climbing to the top, walk on the sliding area. Take turns on the slide. Allow enough time for other sleds to get out of the way.
3. When playing outdoors in winter you should dress warmly enough for comfort. Before starting out it is a good idea to look over sleds, skates, or skis for cracked or broken parts. It is smart to hook rides on cars and trucks.
4. Always be cautious on ice on a pond, lake, or river. The ice may be strong in one place and thin in another. One inch of hard ice is enough for safety. Ice a foot thick may not hold a child if the ice is snowy and sun-rotted.
5. It is safer to skate on deep ponds or rivers than on shallow ponds or flooded fields. It is safer to be with another person when skating. Do not skate at night unless the rink or pond is well lighted.



Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Ave., Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



6. Wear skates that fit well and are sharp. Skate fast or race with others in crowded areas. Beginners should stay in an area away from good skaters.

7. When you are skiing you should wear clothing that is wind and moisture proof. If you wear glasses they should be shatter proof or protected by shatter proof goggles. Ski poles should be pointed at each end. You should never go skiing alone.

8. Many persons have been hurt by snowballs. Even soft snowballs are dangerous if thrown at one's face. Snowmen make good targets if no one is near them. It is safe to throw soft snowballs at automobiles.



9. Salt, ashes, or sand should not be spread on icy steps and sidewalks. You should keep snow shoveled from sidewalks and steps. Making slides on sidewalks may cause injury to pedestrians.

10. In freezing weather warm clothes cause frostbite. If a part of the body becomes frostbitten cover it gently with the hand or some other part of the body. If a part of the body is cold but not frostbitten it is allright to warm it by rubbing.

Some Things To Do

1. Discuss the safety points found in each of the paragraphs in this Safety Lesson.

2. Have committees look up material in the library and report to class on:

Coasting

Skating

Skiing

Treatment for frostbite

3. Have the class plan a coasting, skiing, or skating party.

4. If the school ground is large enough, arrange for an area for throwing snowballs at targets. Have the class draw up rules for snowballing.

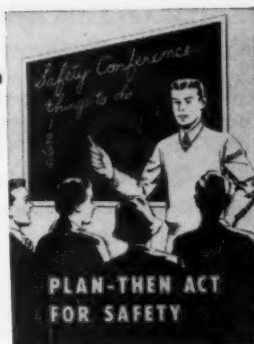
ANSWERS: Paragraph 1, 3rd sentence; 2, 2nd; 3, 3rd; 4, 3rd; 5, 1st; 6, 2nd; 7, 3rd; 8, 4th; 9, 1st; 10, 1st.

JANUARY
1955

Junior High School

Safety

LESSON UNIT



Sketch S-0200A

Planning For Safety

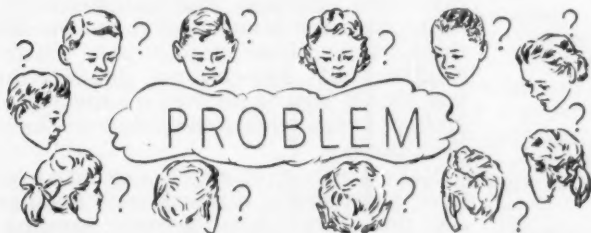
THIS IS YOUR PROBLEM

Many of the deaths and injuries each year are caused by motor vehicle accidents. A short time ago, in the year 1953, 38,300 people . . . boys and girls like you and men and women like your parents . . . were alive and happy. They had a purpose in life and had friends and relatives who loved them. Now they are dead. The happiness of 1,350,000 other people during 1953 was dimmed through injury in motor-vehicle accidents.

What are you going to do to help solve this problem?

PLAN TOGETHER

The first step in any planning is to define and limit your goals. One of the best ways for you as a group to help cut down on the motor vehicle accident rate is to concentrate on the activities in which your age group participates — riding bicycles and walking in traffic. Also, since you will be legally eligible to drive a car in a few years, it would be wise to start planning for good driving habits. How can this be accomplished? How can you work most efficiently as a group?



Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

AN AMERICAN TRADITION

From the very beginning, Americans have established a tradition of working together to solve any problem that is detrimental to the welfare of the people.

When the American colonies broke ties with England, the formal declaration required the thoughts of not just one man but several. Thomas Jefferson, John Adams, Benjamin Franklin, Robert P. Livingston, and Roger Sherman worked together; they exchanged opinions and questioned each other until the final smooth product was created—The Declaration of Independence.

The writers of our Constitution provided for a United States Senate and House of Representatives . . . representatives from every state to work together and pass on legislation necessary for the democratic government of a country of (today) 155 million people.

City councils throughout America are composed of people who plan together for better city government, attempting to solve problems that impede the progress of a better way of life.

In our public schools, students form councils to help in the administration of the school. Today we are facing a problem that has existed for years . . . needless killing and maiming of many Americans in home, highway, and other accidents. That problem is outlined on these pages along with some suggestions of what you, in a student group, can do about it.



ORGANIZE COMMITTEES

There are really three main problems which should be worked on by your class. Organize three committees to concentrate on: Bicycle Safety, Pedestrian Safety, and Automobile Safety.

All three committees should first begin their work by discussing a plan of attack.

For example, each committee should investigate these questions:

A. What are the facts about (bicycle-pedestrian-automobile) accidents in our community?

1. How many have occurred during the last year?
2. Do these accidents occur in certain locations more than others?
3. What are the main reasons for the accidents — poor lighting, violations of driving rules, untrained drivers, careless walking habits, etc.?

B. What plans are already in operation by local agencies?

1. Does the city have a plan for cutting down on traffic accidents?
2. What is the function of the school safety patrol?
3. What is the local safety council doing about decreasing traffic accidents?

C. Is there anything in the local law that provides punishment for jay-walkers, defective bicycles, defective cars?

1. Is there an annual check on autos and bikes in your community?
2. Are bicycle license tags required?
3. Has anyone been fined for jaywalking in your community?
4. Are cross-walks plainly marked at intersections?

D. What resources can be used for advice and information about safety campaigns and accident figures?

1. What information is on hand in your school library and the public library?
2. Have you contacted your local safety council for free materials?
3. Have you written to the National Safety Council for advice on safety and especially on teen-age conferences?

The foregoing is a brief example of how to plan your work. You can probably think of many more things to discuss and plan than those shown above.

ANALYZE YOUR DATA

After you have secured your information, match your local accident statistics against the safety programs of local agencies. Are the safety plans in operation failing because of lack of interest? Are there "blind spots" in the programs that fail to cover danger areas in your community? Are there enough plans and enough agencies to do the job?

NOW—ACT!

No plan is worth anything unless put into action. Although your course of action will depend on local conditions, here are some suggestions:

1. Present your plan to the student council for school-wide support.
2. Plan an assembly program to acquaint all students with your safety campaign.

PTA MEETING WITH *Safety Panel*

2) *Cooperate*

- PTA member, representative of the local safety council and a newspaper reporter.
4. Plan a weekly program on your local radio station.
 5. Plan a weekly safety quiz in your local newspaper or school newspaper.

START "AT HOME"



3) *Disseminate*

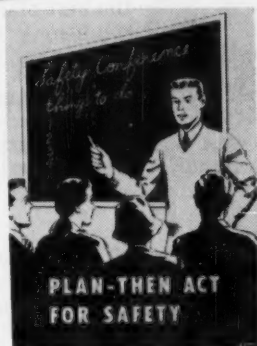
Although the above suggestions would do a great deal toward eliminating traffic accidents, don't overlook "cleaning out your own backyard." For example, develop a bicycle safety checklist. Ask the student council and your principal to propose that your school accept a rule that all bicycles used by students must be periodically checked by a bicycle safety committee. Perhaps your industrial arts department can devise a tag to be awarded those pupils whose bicycles pass the inspection test. Bicycles not passing the test should not be allowed on the school grounds until safety adjustments have been made.

Make a survey of street-crossing violations by students. Present your findings over the school P.A. system each morning, or as an announcement in assemblies.

Plan Wisely—Act Vigorously—
Evaluate Carefully



Senior High School



Sketch S-0200A

Safety

LESSON UNIT

Planning For Safety

10 IMPORTANT QUESTIONS
FOR YOU

1. What can be done about the show off driver who is really causing trouble?
2. What can be done to cut accidents at times of special events such as dances, games, etc.?
3. What can be done to control the noon hour driving of those who drive to school?
4. What can be done about out-of-school drivers causing trouble by hanging around school buildings?
5. What can be done to be sure cars driven by students are in good condition?
6. What can be done to be sure that motor bikes and motor scooters driven by students are in good condition?
7. Ways and means of focusing attention on the good driver instead of on the bad teen-age driver?
8. Ways and means of cooperating more closely with enforcement officers?
9. Ways and means of outlining responsibilities of high school drivers to the other users of the road?
10. What should be the responsibility of the parents and how can we make them assume it?

We Are Dead:

In 1953 38,300 were killed and 1,350,000 injured in motor vehicle accidents.

"We are the dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie—"

John McCrae's famous poem is based on war—on needless killing. Yet today we tolerate the needless killing and injuring of people on a far greater scale than any war ever produced. McCrae's lines might well apply to the figures shown above. What is your stake in this problem? Let's look at the record.

Teen-agers and Driving

The motor vehicle accident rate in the 15 to 19 age group has been climbing almost uniformly from the eight per 100,000 of population for 1921 to 1951's 31. In contrast the non-motor-vehicle accident death rate for the same age group has shown a drop from 43 per 100,000 population in 1919 to 21 in 1951. It is apparent that the increase in motor vehicle accident rate is preventing a drop in the overall accident rate for the 15 to 19 age group. What can you do to solve this problem?

Plan Together

Do the questions at left "hit home?" Would they apply to your situation? Do you think they were formulated by safety experts? The answer to this last question is "yes" and "no." The list was developed by a group of Ohio teen-agers. They were not experts in the sense of long years of study of traffic problems. They were experts in that they were working on problems familiar to them.

You Can Do the Same

How to Start



The first step in any sound planning procedure is to define the problem. The general problem, of course, is to cut down on the motor vehicle accident rate. Specifically, however, you must set up your own sub-problems within the broad field of accidents.

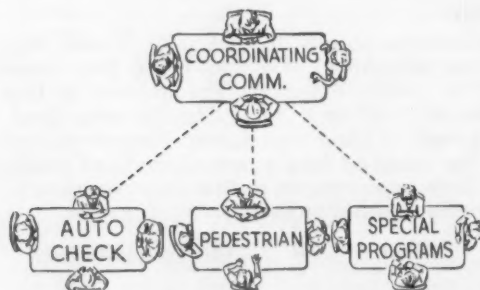
A. *Discuss your problem.* A good start would be to hold a class discussion on the kinds of behavior that cause accidents. Use the 10 problems listed on the previous page if they apply to your situation. Add others you feel are important.

B. *Appoint Committees.* After the sub-areas of your problem have been defined, appoint committees to work on each of them.

C. *Make Surveys.* Each committee should conduct a survey to attack its problem. Don't proceed on guesswork and opinion—get the facts. For example, find out how many student-driven cars are in poor condition. Observe the driving habits of students when they leave school.

D. *Use Available Resources.* Find out what safety programs are in operation already. Seek advice and counsel from the police department, local safety council, your principal, the school patrol sponsor, and other sources. Write the National Safety Council for copies of safety education data sheets on the topic you are studying.

E. *Coordinate Your Work.* A coordinating committee would help to prevent duplication of effort and would assure complete coverage of the problem. The coordinating committee could tie things together so as to present a unified and complete program.



THIS IS YOUR PROBLEM—FACE IT AND SOLVE IT!

Put Your Plan to Work!

Your plan is useless unless you put it into operation. While the best plan for you will depend on local conditions, here are some suggestions:

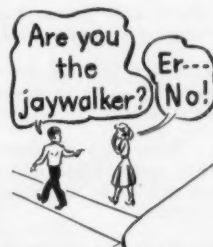
A. Establish, with the cooperation of the principal, PTA, police department, and other interested groups, a Youth Traffic Council that will cooperate with local agencies on matters pertaining to teenage driving.

B. Provide suitable films for assembly programs. "Last Date" would be excellent to show a few days before the prom. "Word of Honor" would be good to show to introduce the father-son and dad-daughter pacts to the school. You can word your own pact, have copies mimeographed and distributed to all students, if you like. A selling point might be that such a pact would secure the car more frequently from parents.

C. In cooperation with police and school officials, set up a safety-check lane for all cars driven to school. Work out a checklist with the police department and provide stickers for cars passing the test. Other vehicles should be repaired before being allowed to return to the school grounds.

D. Work out assembly programs, radio skits and a weekly newspaper safety-quiz column to promote safe driving.

E. One community is using the idea of the mysterious jay-walker. The chief of police is the only one knowing who the "jay-walker" is. Anyone who can identify the culprit by asking him, "Are you the jay-walker?" gets a \$5 prize. The idea is that other *bona-fide* jaywalkers are embarrassed by having many people ask them if they are the jay-walker.



Evaluate Continuously

Any good problem must be evaluated continuously. It is not a matter of preparing, working, and — *forgetting!* The best idea is to evaluate each year and try to improve your program. Establish a permanent youth traffic council and improve it each year.



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Officers of State Driver Education Associations met at the 42nd National Safety Congress to discuss common problems. You can pick out familiar faces in the picture above.

BULL

new school bus warning signal tried . . .

The state of Connecticut has approved a new warning signal for school buses. A "traveling stop light" attached to the left rear of the school bus, it is fully automatic. The green signal is on when the bus door is closed and the footbrake is off. When the footbrake is applied, the amber signal appears to warn the motorist. When the bus is stopped and the door open, the red light appears to halt all following traffic. In use now in the towns of Farmington and Newington, the light received this comment in a recent Farmington board of education newsletter: "(Its) effectiveness is due to the fact that a traffic light is universally recognized, respected, and readily understood."

lights . . . and those light-hearted juveniles . . .

Last spring the board of education of Rochester, New York, became concerned about the alarming increase in breakage of street lights and globes by light-hearted juveniles. Broken glass in the street could damage tires and result in accidents; the resulting darkness could encourage juvenile delinquency.

To meet the problem they developed a safety and good citizenship club program, asked that a permanent pupil-faculty committee be set up in each school to promote interest in the project. There was to be voluntary enlistment in the club from boys in grades three through 12; an attractive enrollment card made membership even more inviting. A monthly bulletin sent to principals of all schools listed the percentage reduction in incidents month by month in each of the four districts; an honor roll published each month listed the districts which at-

tained at least 20 per cent reduction in breakage of bulbs and globes over the same month the previous year.

junior journalism . . .

The junior safety council of Elmora Elementary School, Elizabeth, New Jersey, puts out a regular newspaper, the *Elmora Safety News*. Students from kindergarten through sixth grade write the copy . . . whether poetry, crossword puzzles, safety essays or the like . . . and produce the artwork for the paper. They do, in fact, all the work of production except cutting the stencils and operating the mimeograph machine. Contributions to the 12 page issue sent out the first of last year covered a variety of safety subjects, from how to play happily outside in winter through the responsibility of the individual youngster for keeping his home free of clutter and thus safe for the whole family.

Such school efforts teach youngsters much about proper habits for safe living. One small kindergartner has a way to go however, in her understanding of fire practices. She told this story:

"A little girl left her iron on her ironing board. The cord was broken. So much electricity came through that it burned. The little girl ran upstairs to call her grandmother. Her doll put the fire out with water from the sink."

awards to college papers . . .

Texas A&M College and The College of Steubenville (Ohio) won the two top awards in the sixth annual college newspaper contest sponsored by Lumbermens Mutual Casualty Company to promote safe driving among students.

"The Battalion" of Texas A&M won the \$500 first prize for its safety campaign in the field of daily publications, while the "Baronette" of the College of Steubenville won the \$500 first prize in the non-daily field.

ETINGS BUILDINGS, BUSES, BENEFITS

Nine schools shared \$2,200 in contest prizes. Among these were four winners who received \$100 each for excellence of individual entries. The winning editorial was submitted by Wartburg College, Waverly, Iowa; the winning feature by Woodbury College, Los Angeles; the top cartoon by the University of Southern California; and the outstanding photograph by the University of Kansas.

compensation benefits . . .

Last April the U. S. Department of Labor's Employees' Compensation Appeal Board held that a teacher was entitled (under the workman's compensation provisions for teachers of the District of Columbia) to compensation benefits for an off premises injury which occurred during her lunch hour.

The teacher was on her way to lunch, off the school premises, when she saw a pupil, also off the school premises, apparently moving out into the street. In attempting to restrain the child from stepping into the street, the teacher tripped and fell and sustained an injury. The Board ruled that at the time of her injury the teacher was performing an act incidental to her employment and was therefore entitled to compensation benefits.

dad and kids . . .

Four Atlanta, Georgia, youngsters had two-week camp vacations this past summer because of their ability to tell dad "how" on safety.

The Atlantic Steel Company in that city sponsored a safety essay contest, the subject being "Why my dad should work safely at Atlantic." Some of the reasons the winners turned out were:

Richard Brannan, 12-year-old son of pattern-maker Wayman Brannan: "My dad is not replaceable like machinery."

Martha Davenport, 12-year-old daughter of

hoop mill rougher W. C. Davenport: "My dad's ability to work would be destroyed if he is unsafe."

Dorothy E. Sutton, 14-year-old daughter of D. J. Sutton, a straightener operator in the wire mill: "If my dad did not work safely and got hurt, the company would have to hire another man and train him for the job."

Rosemary Werth, 13-year-old daughter of Carl W. Werth of the metallurgical and inspection department: "In practicing good safety rules at work my dad could easily start a chain reaction which would not only benefit each fellow worker but the company as well."

The four winners and their parents were dinner guests of the company; other boys and girls among the 40 contest entrants toured the plant and visited departments in which their dads work. Afterwards 18 boys and girls who submitted outstanding essays received silver dollars and the four prize winners learned of their prize-winning destinations to YM and YWCA camps.

after 27 years . . .

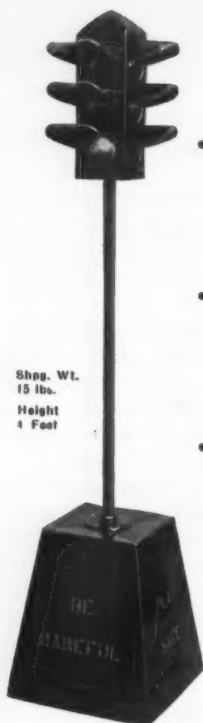
Bassett Junior High School in New Haven, New York, was built 27 years ago . . . and has been without main door or steps since it was opened. Teachers and pupils have been using two fire escapes "temporarily." Now to be completed in an expansion and building program (additions are underway), the school will soon have administration and health suites, six new classrooms, an auditorium, several auxiliary rooms *and* the missing front door and steps. The fire escapes will remain, it is reported. But they will be for use in case of fire only.

still safety-minded . . .

Sister Mary Carmelyn, teaching in Chicago for 22 years, transferred this past September from the art department at Mundelein University to

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Emmetsburgh, Iowa, where she is now instructing future artists at the city's Catholic High School . . . and where she is still preaching safety to all and sundry, including new acquaintances. Former Chicago friends of Sister Mary Carmelyn can address her now at St. Mary's Convent, 2007 Broadway, Emmetsburgh.

fire safety in schools . . .

A committee to study fire safety in New York state schools met in Albany last August, took up problems of construction, inspections, teacher training on fire education, and fire laws. Composed of representatives of the State Education Department, the New York State School Boards Association, the Council of City and Village Superintendents of Schools, the Association of District Superintendents of the State of New York, the Temporary State Commission on Fire Laws, the New York State Association of Fire Chiefs, the New York State Association of Fire Districts, and the Firemen's Association of the State of New York, the committee elected as its chairman B. Richter Townsend, Chief of the Fire Bureau of the Division of Safety.

Drivotrainer progress . . .

In a recent progress report on the Aetna Drivotrainer, Stanley F. Withe, secretary of the Aetna Casualty and Surety Company, stated that the classroom behind-the-wheel training device has now been installed in high schools in New York, Los Angeles, and Oak Park, Illinois. In addition, an installation is now being made at Iowa State Teachers College, where the first program for training driver education teachers on this device will be launched.

The Aetna Company has also been experimenting to adapt wide-screen motion pictures for use with the Drivotrainer. The first such 16mm Cinemascope-type motion picture was demonstrated at the 42nd annual National Safety Congress in November. It provided a panoramic view similar to that through the windshield of a real car. Eventual use of such films is expected to heighten the sensation of actual driving in the device.

In addition to the experimental wide-screen film, seven other instructional movies for use with the Drivotrainer were produced this past summer by Aetna. These incorporate improved teaching techniques developed during the first use of the device in New York, replace a third of the original series of 22 Drivotrainer films.

New York institute . . .

The fifth annual all-day institute on home and school safety sponsored by the Greater New York Safety Council and seven parent and teacher organizations was held in that city October 26.

The morning session was devoted to elimination of hazards in the home, stressed fabrics that burst into flames easily and methods of fire-retarding them. There was also discussion of safe and unsafe toys for various age groups.

The afternoon session concentrated on "safety for the school set." Safety in bicycling and the workings of the city's newly instituted civilian school crossing guard program were discussed. There was also a demonstration of psycho-physical testing devices to promote safety among drivers.

Officials of the city's police department, board of education and department of traffic were among the speakers, along with safety experts from other fields.

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SIGNAL FLAGS—12x18 inches

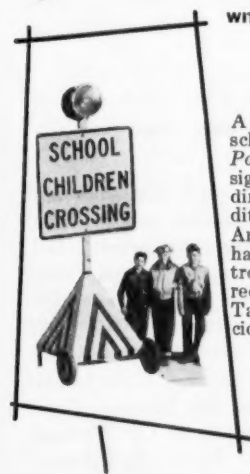
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ELKHART INDIANA

awards for quality . . .

Awards honoring the quality of their driver education efforts were made to 16 states in August, when the board of judges of the Seventh Annual National High School Driver Education Award Program announced results for the 1953-54 school year.

Judged outstanding among the 48 states and the District of Columbia were: Massachusetts (Award of Excellence); Arizona, California, Connecticut, Delaware, Oklahoma and New York (Awards of Honor); and Michigan, Minnesota, Nevada, New Jersey, Ohio, Pennsylvania, Vermont, Virginia and Wisconsin (Awards of Merit.)

The Association of Casualty and Surety Companies, which sponsors the program, said the awards were made on the basis of such factors as percentage of students enrolled in driver courses, number of hours of classroom work, number of hours of practice driving, educational background of teachers and percentage of high schools in which driver education is taught.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Safe-Driving Instructor:** Literature illustrates and explains the use of an instruction board for visual instruction in safe driving. Simple to operate, can be carried anywhere, needs no special stands, clamps on any available desk or table. Thomas W. Halliday.
2. **Safety Patrol Equipment:** Illustrated brochure describes belts, rubberized coats and hats, and warning devices for safety patrols. Featured are the yellow warning flags designed for better visibility. M. F. Murdock Co.
3. **Ford School Bus Chassis:** This 8-page brochure describes and illustrates safety school bus chassis built to meet safety requirements of the National Education Association. Ford Motor Co.
4. **Exit Devices:** Information on an exit device to be installed on school doors. Strong, rugged, simple and mechanically fool-proof, they work every time, assuring safe, sure, instant exit at all times under all conditions. Vonnegut Hardware Co.
5. **Duo-Washfountains:** Bulletin on washfountains allowing two people to use washing facilities simultaneously. Automatic foot control keeps hands from contagious contact, the self-flushing bowl prevents dirt collection. Bradley Washfountain Co.
6. **Zone Alarm System:** Literature describes a new electronic device for effective speed reduction in areas such as school zones, recreation areas, etc. The warning alerts drivers who are exceeding speed limits—warns pedestrians of vehicles entering zone at excessive speeds and points an audible "accusing finger" at violators. Zonealarm Corp.

SAFETY EDUCATION

JANUARY, 1955

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Safety Education for January, 1955 • 40

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teaching driving teachers . . .

Two two-week instruction courses for high school driver education teachers were held in August in California. One at Fresno State College enrolled 57 southern California teachers; a similar course at Stanford University, Palo Alto, enrolled another 57 driver education instructors.

Gordon Graham Passes Away

Continued from page 21

Driver Education section, which position would have lead him back automatically to the general chairmanship of that group this coming fall, the first general chairman elected for a second term. He was a member of the NSC-American Vocational Association Safety Committee and the School Shop Safety Services Committee.

Mr. Graham also was a member of the Michigan Education Association, the National Commission on Safety Education of the National Education Association, the President's Highway and Occupational Safety Conferences, Phi Delta Kappa, and Mu Sigma Pi. He served as judge of the driver education award program of the Association of Casualty and Surety Companies.

She shot the ashes off the Kaiser's cigaret

HER name was Phoebe Mozee and she was born in Darke County, Ohio, in 1860, and she could shoot the head off a running quail when she was twelve years old.

Once, at the invitation of Kaiser Wilhelm II of Germany, she knocked the ashes off a cigaret he was holding in his mouth.

When she out-shot the great exhibition marksman, Frank Butler, he fell in love with her and married her and they were ideally happy together for the rest of their long lives.

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